



Universitetet
i Stavanger

FAKULTET FOR UTDANNINGSVITENSKAP OG HUMANIORA

MASTER'S THESIS

Program: MGL330M-1

Semester: Fall

Year:2023

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Title of the thesis: Teacher's Role During an Extensive Reading Program

Key words: Extensive reading, Teacher intervention, Rapid review

Word count: 20559

Attachment/other:0.....

Stavanger,

Date/year 15.12.2023

Abstract

This thesis is based on a rapid review of previous studies on Extensive reading (ER), reading a lot of books at a level where the reader can understand 80-90% of the words on a given page. The studies were done with students between the ages of 10-16 years in English as a foreign language (EFL) classrooms. The research questions aimed to find out what the teacher's role is during an ER program and how an ER program affects the English competence of a student in the EFL classroom.

Seven studies were discussed in this rapid review. The studies reported different methods of running an ER program either by use of digital resources or by using regular books and in-school libraries. The results from the study primarily focused on the reading comprehension and the attitudes of the students along with any notes from the teachers and student interviews.

The data was gathered both from the methodology and from results section of the studies and was discussed with a focus on the teacher's role during the ER program and what the effect of an ER program was on a student in the EFL classroom. To answer these questions notes on what the teacher did in preparation for the ER program and during and after reading sessions. Mentions of the students attitudes towards other activities during the ER program were also considered. The study also looked at reading comprehension data from the results and the use of reading strategies that was observed in the studies.

The results from the study show that the teacher has 5 primary roles in an ER program. These are that the teacher needs to prepare the students both with strategies for reading and for choosing a book that is of a suitable level. The teacher should act as a role model by engaging with the reading instead of just being an observer. The teacher should help keep the students motivated by providing them with activities that allow the students to interact with the other students in the class without interrupting the students that are particularly enjoying the reading. The teacher should provide the students with a sufficient selection of reading material that lets the students read engaging texts that are written at the appropriate level for the students English competence. The teacher should provide time for reading. This is time that is set aside just for reading in an environment where the students are not being interrupted. This should be worked into the course curriculum rather than trying to work around it.

The data from the studies show that the students develop their reading comprehension through and ER program and that their attitudes towards reading improve. It also shows that the students that are receiving instruction on reading strategies are actively using these while reading. Consequently, the study concludes that an ER program fits into the course curriculum of the LK20 and work towards several of the competence aims after year 7 and 10.

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1. Introduction

Research suggests that extensive reading (ER) is an effective way to acquire a language, but despite this there are still many teachers that are hesitant to employ this as a teaching method. Previous studies state that this is because they are uncertain about where ER fits into the course curriculum and they are unsure of how to properly run an ER program as they do not know their own role during an ER program. Doubts when running ER programs are not limited to Norway, but when looking at how an ER program fits into the course curriculum this study will be using the LK20 as the course curriculum of reference.

1.1 Aims of the study

This study is a rapid review of previous studies on the subject of ER. The aim of this study is to clarify how a teacher should run an ER program for the students learn from it. The methodology and the results sections of these studies are what will be discussed to answer the following research questions:

1. What is the teacher's role during an ER program?
2. How does an ER program affect the English competence of a student in the EFL classroom?

To address the question of what the teacher's role is during an ER project the method sections of the studies will be analyzed as well as the reported results that mention teacher feedback on their perceived experience of the program.

to answer the question of what the effects are on a student's English competence the results will be looked at from the selected studies and they will be discussed in light of the curricular aims and the primary objectives of the English course as described in the LK20.

Several studies have been done on ER. The findings by studies by Mason and Krashen and Day and Bamford amongst others describe how an ER program should be structured to let the students read as much as possible at a level that fits their proficiency level. However, few studies go into detail on what the teacher's role is during an ER program which is what this study attempts to do. This study will be a systematic review which will synthesize 7 previously done studies and gather the data from the results and methodologies described in those studies.

1.2 Thesis outline

The thesis has been divided into 7 sections. Following the introduction, the literature review will be discussing previously done research relevant for this study as well as going into depth about some relevant terms that are necessary to explain for the rest of the thesis. Furthermore, it will be explaining more about the research question and how the English course as explained in the LK20 will be taken into consideration. The methods section presents the methods using along with why this method was chosen for the study. The methods section describes the sample and presents the studies that will be analyzed in the rapid review. The result section presents the findings from the studies. The chapter is organized by studies rather than what they report on. The data from the seven studies are not divided further into data related to each separate research question, but instead presented with each study as a whole. The discussion section further divides up and looks for correlations between the findings from each of the studies while looking at previous research to determine if the findings match the research that has been done. The discussion also looks at the limitations of the study. The conclusion summarizes the thesis and highlights main findings, as well as giving recommendations for future research based on the limitations of the study. Finally the sources will be provided at the end

2. Situating ER within second language learning

Reading is one of the basic skills of the LK20 (Udir, 2020) and it is also a central part of the course curriculum of the English subject. Students that have completed year 7 are expected to be able to:

- Read and present content from various types of texts, including self-chosen texts.
- Read and listen to English-language factual texts and literature for children and young people and write and talk about the content.

The LK20 defines language learning as developing language awareness and knowledge of English as a system (Udir, 2020) It involves learning vocabulary and word structure which the students can do through reading. Reading is one of the basic skills of the curriculum and the LK20 (Udir, 2020) emphasizes the importance of reading in the EFL classroom. This is visible, not only in the competence aims for the higher grades, but also in all the earlier years as well. Students are expected to be able to read and discuss different types of texts, including texts that they have chosen themselves. This focus on retelling what a text is about requires that the students have an accurate understanding of their own English competence. They are also expected to be able to read children's literature and youth literature and be able to write and discuss the text. While the competence aims state that the students are to be able to read texts that they chose themselves, this is something that they need to learn and practice. Which means that the teacher is a necessary guide while the students build this competence at choosing books based on their interests and current proficiency level.

Udir states that English language learning takes place in the encounter with texts in English. These texts could be texts, but they are also any chunk of information whether this is written or spoken or presented in any other form. The way that students acquire a language is by interacting with and interpreting these texts. Through extensive reading the students encounter numerous texts with different structures that they learn to understand.

2.1 What is extensive reading?

“There are two broad ways of practicing reading: intensive reading and extensive reading” (Birketveit & Williams, 2018, p. 77) Intensive reading is looking at a short text to study it and look at every aspect of the text. This type of reading is done either to analyze it for deeper

meaning, or to understand every word and grammar construct. Extensive reading is something else entirely.

Extensive reading or ER is any sort of reading where the focus is on consuming as much content about a subject as possible. It can also be reading for pleasure where naturally the reader wants to consume as much content as possible. The content is at a suitable level where it is comprehensible input.

2.2 How to do extensive reading

As explained by Day & Bamford (1998) a successful ER program has the students reading different types of texts which is a core element in the implementation of the basic skill reading in the English course curriculum. Previous research also shows that students find ER more motivating than classroom teaching (Mason & Krashen, 1997) Not only that, but their studies have also found that the students also outperform students taught in the traditional way.

Extensive reading, as explained in Day & Bamford is the process of independent reading of a large quantity of material either for information or for pleasure. Day and Bamford list 10 criteria of a successful ER program:

1. Students read large amounts of printed material.[1]
2. Students read a variety of materials in terms of topic and genre.
3. The material students read is within their level of comprehension.
4. Students choose what they want to read.
5. Reading is its own reward
6. Students read for pleasure, information and general understanding.
7. Students read their selection at a faster rate.
8. Reading is individual (students read on their own.)

9. Teachers read with their students, thus serving as role models of good readers.
10. Teachers guide and keep track of students' progress.

For the students to be able to read a lot of texts, they need time. Extensive reading is different from when the teacher is teaching new topics (Birketveit & Williams, 2018, p. 78). The process of extensive reading is simply having the students practice what they already know.

The third and fourth characteristics mentioned by Day and Bamford clearly show the importance of having a wide selection of material available. Not only are the students supposed to be able to choose what they want to read, but it should also be literature that is written at the correct level. "The point of reading is that the writer succeeds in communicating with the reader. In order for this to happen the reader needs to be interested in the subject matter and the text needs to be well written-written and understandable" (Drew & Sørheim, 2016, p. 80). For the pupils to successfully find texts that they can communicate with, they therefore need a good understanding of their own current proficiency level as well as what level they should be at in order to read certain books. Vicary (2018, p. 80) suggests using graded readers as reading material for the students. "Graded readers are short books, about almost any subject, which are specially written or adapted for the needs of foreign learners."

Graded readers are books written with a limited vocabulary available. These books are written for non-native speakers with the goal of giving them books that are appropriate for their current competence level. This means that the students are already expected to be familiar with most, if not all, words and grammar structures used in the texts. This makes the texts ideal for learners going through an ER program where they can work with several books of one difficulty level before moving on to the next level. One of the intended benefits of doing an ER program is that the students develop into autonomous learners. One way to ease the pupils into this is by having a wide variety of books that are written at a predictable level. Graded readers are books written with the particular needs of your students in mind (Birketveit & Williams, 2018, p. 80) All levels of graded readers are written with a corresponding syllabus which specifies the vocabulary, grammar, and idioms which are most likely to be familiar to language learners at that level

One advantage of using graded readers is that it is easier to find texts that fit the current level of the students. Depending on how a student found the level of a particular book they should

be able to determine what books are appropriate for them when looking for their next book. If the students are working with graded readers, they will know that other books of the same level are suitable for them. If the teacher knows what books level the students are reading at it also becomes easier for them to keep track of the students' progress.

The fifth characteristic of a successful ER program explains how reading should be enough and that there isn't always a requirement of having a pre- or post-reading task. The students will learn from reading if they are reading something that they are already familiar with. Thus, reading more instead of doing post reading tasks will also lead to more learning.

While talking about reading being its own reward it is also useful to mention Implicit learning. "Implicit learning is a nonepisodic learning of complex information in an incidental manner without awareness of what has been learned" (Seger, 1994, p.163). Seger also adds to the definition that learning done implicitly is not something that the students are able to verbally explain. This suggests that the students that have learned language concepts through implicit learning are therefore not likely to possess the metalanguage which is something that teachers should be aware of when conducting classroom discussions. Day and Bamford (1998) and Birketveit and Williams (2018) emphasize that extensive reading is reading that is done without a focus on learning. In most cases it is reading that is done just for the enjoyment that comes from the reading itself. However, we know from Mason and Krashen (1997), and various other sources, that Extensive reading leads to learning as well. Mason and Krashen even found that it can benefit students more than traditional classroom teaching in an EFL setting.

Day and Bamford emphasize that reading, in a successful ER program is something that the pupils do on their own. That means that it is also a great way for the students to be able to make progress without the teacher's help. This does not mean that the teacher does not have a role during extensive reading, but rather that the students have the option to continue working with extensive reading outside of the allotted time if they want to. It also means that the task of reading is something that they do on their own.

Teachers serve as role models for their students while they read. As Day and Bamford mentions, the teacher often reads together with the students during effective ER sessions. When the teacher shows that they also enjoy the act of reading the students are less likely to feel like this is a task that they have been assigned and more like it is a fun activity that they

get to do. While reading during an ER program is an activity that the students should enjoy, it is also important that the teacher shows that there is an educational value in the activity. If the students see that the teacher is not participating in the activity they might start to question how useful the activity is.

2.3 Comprehensible input

If the students are to learn while reading without any explicit teaching, that implies that the task of reading itself is what leads to learning. The way that students are expected to learn while doing extensive reading is that they learn through comprehensible input.

Comprehensible input is input that the students in this case can understand without being able to understand every word or grammar structure. The learners are expected to learn these missing words or aspects of grammar by gradually understanding them better due to repetitive exposure over time.

This focus on learning through comprehensible input is why it is so important for the students to be reading at the appropriate level. Krashen calls comprehensible input (i+1), which is the next immediate step for the learners. In order for the students to learn the maximum amount possible they should be reading at a level that is slightly above their own current level. By continually acquiring grammar and words this (i+1) gradually becomes more difficult in order to match the students' current levels.

2.4 Sustained silent reading

Sustained silent reading is a structured activity in which students are given a fixed period of time for the silent reading of self-selected material. This takes place in an environment which is free of interruptions both from classmates and from the teacher (Meyers, 1998, p. 3). This process is known as sustained silent reading (SSR) it is defined as students reading their own selection of reading material in an attempt to motivate students (Lin, 2012, p266). This reading is not supposed to be enjoyable rather than to feel like a burden. There are three key components to SSR as defined here. Number one is that it is reading that is uninterrupted. This means that the students are reading on their own without needing any help. Number two is that it is for a short time each day. This should only be as part of a lesson if it is done in school, and it should be done consistently. Number three is that there is no accountability

required. The only goal with this reading is for the students to read on their own and they will learn from that rather than from answering questions related to what they were reading.

2.5 Teacher intervention

As the research question is related to teacher intervention it is also important to define what teacher intervention is. Teacher intervention in this study will be any sort of activity that is breaking up the reading whether that is teaching reading strategies or teaching explicit grammar rules or vocabulary. Teacher intervention can also be using post-reading tasks such as writing book reviews or peer discussions. Other ways that the teacher can intervene is by helping to find books or by reading out loud at the start of a session. As mentioned above when discussing the criteria for a successful ER program is that the students read their own selection at a higher pace. It is important to remember that this is their selection. The teacher might serve as a guide and come with suggestions, but the students are the ones choosing their books. However, it is very useful for the students to have someone that is able to guide them based on their interests and their current level. One of the criteria for a successful reading program as defined by Day and Bamford is that the teacher reads with their students or reads their own books while the students are reading. This is done to promote the mindset that reading is an important task that the students will learn from doing.

One important criterion to keep in mind when defining what successful teacher intervention is; is that reading is its own reward. One way of reading this is that successful teacher intervention leads to the students reading more on their own. How this is done will be dependent on both the teacher and what sort of intervention the students benefit from. Previous research done by Mason and Krashen suggests that the most important factor in order to benefit from ER is the amount of reading that is actually done. This means that simply reading more is more important than any post-reading task or any supplementary teaching that the teacher can organize. The teacher intervention should therefore be focused around making sure that the students are motivated to read as much as possible to learn as much as possible.

Other studies suggest that post-reading tasks are an effective way for the teacher to track their students' progress, but Mason and Krashen suggest that these are not benefiting the students directly. They are simply tools that can be used to facilitate teacher intervention that promotes reading motivation.

Birketveit and Williams (p.168) discusses how the teacher is meant to suggest texts for teenagers. While they discuss students up to the age of 18 they start as low as 11 years old. One key principle that they mention is that there are two factors that the teachers need to be aware of when they are suggesting texts for their readers. They have to both consider the theme and the skill level. Books that are designed for 11-year-old students are primarily designed with the themes in mind. They might still be just as complex in their language and composition. Another factor to consider is that especially students that are starting their teen years or are in the middle of them might also be at completely different stages which means that they might have completely different interests when it comes to the topics of the texts that they are reading. These considerations mean that teachers are reliant on having accurate knowledge of what books the students are reading and what they think of it if they are going to be giving book recommendations.

As mentioned above the learning from extensive reading is implicit which means that the students are not being explicitly taught. They are simply learning by gradually understanding more messages while reading. This also means the students should not have to keep other tasks in mind while reading. Which makes a lot of post-reading tasks problematic. Instead of doing this it can be useful to go through reading strategies and if the reading is happening in a more controlled context where the teacher has control over how far the individual student has read and what books they can provide some helpful insights in terms of useful vocabulary. For this to make sense the class would have to be using class sets of the same text, which naturally leads to less variety in the choice of books. While this approach is useful, it could make more sense to use this while doing intensive reading with more challenging texts or when starting an extensive reading program so that the students are able to choose their own books as soon as possible.

Earlier on it was mentioned as a criterium for successful ER programs that the teacher reads their own selection of books. This will not be considered as teacher intervention as it is not a task that breaks up the reading activity, but it can have similar benefits. Day & Bamford goes on to explain how the teacher is a role model during extensive reading (2002 p.14). It is important to remember that the attitude that teachers present a task with will heavily impact the way it is received by the students.

One of the additional benefits to ER is that it creates an environment where the students discuss reading and if their selection of reading material is good enough, they look forward to

the act of reading. If the teacher can also spend time interacting with the same texts as the students, they gain a unique opportunity to be part of this community. ER, when done with experienced readers that are not in need of too much guidance, is not an activity where the teacher needs to actively teach. Day & Bamford argue that the teacher spends too much time talking and that this takes time away from reading. This reading is as discussed earlier on the main reward of doing ER. The students are benefitting from the reading, not some additional explicit teaching from the teacher.

2.6 Previous research

Mason and Krashen consider one of the most noteworthy findings from their study the fact that many students that were once considered reluctant students became eager readers. Many of them also noted that they were aware of their own improvement. Mason & Krashen commented on how their study of extensive reading was different than studies of sustained silent reading (SSR) as their studies required a bit of post-reading tasks with “low accountability” whereas the SSR studies require no post-reading tasks and the students simply read for pleasure.

Integrative motivation is related to how the learners are motivated to adapt the culture (Drew & Sørheim p.21). This motivation can be beneficial when working with books. As pupils are likely to discover, there is a different feeling associated with reading something in the language that it was written rather than reading a translation. It feels like you’re actually interacting with the author if you’re reading an engaging story written by them. This integrative motivation is also noted by Krashen (Piske & Young-Scholten, 2008, p. 81) to be related with long term language motivation. This need to belong to a certain group is effective until said “membership” status has been achieved.

Previous research has shown that extensive reading where the students are able to read self-selected books has a positive effect on the perceived performance in an EFL classroom. The study by Mason and Krashen (1997) even show that it can aid students that are seemingly struggling in overtaking more proficient students that are being taught in the traditional way. Both while talking about their own study and when looking at similar studies where ER has been done in EFL classrooms it is heavily emphasized that this is a task that should have no accountability or low accountability as it is supposed to be sustained because the students enjoy it. This enjoyment, Krashen and Mason point out, comes from the fact that the students

are able to choose their own texts. They choose their own books based on their level and based on their own interests. The study also shows that a significant number of students end up changing their opinion on reading to a more favorable one.

“The comprehension hypothesis states that we acquire language and develop literacy when we understand messages” (Piske & Young-Scholten p. 81). This process of acquiring a language is subconscious and happens a multitude of times during an extensive reading session. This is of course based off the assumption that the reading material is at an appropriate level. The students have to be reading messages that they understand the general meaning of while still not being completely comfortable with the general grammar concepts or all of the words that are being used in the texts. According to Day & Bamford, students are supposed to read their selection at a faster rate. In order for this to work while the students are still reading words that they are not familiar with or complex grammar principles the amount of competence that the students are required to already have is very specific. If they are getting stumped by new words too often then they are unlikely to be able to read at a higher pace and they are also likely to feel that the reading is becoming more of a chore.

Krashen talks about how low anxiety is correlated with more success in language acquisition (Piske & Young-Scholten (2008) p. 81) Both Vicary (Birketveit & Williams, 2018) and Day and Bamford talk about how extensive reading is low accountability studying. This low accountability naturally leads to lower anxiety levels which therefore means that the students are likely to be more successful at acquiring a language.

“Implicit learning is the process whereby knowledge is acquired largely independently of awareness of both the process and the products of acquisition” This acquisition is also mentioned by Krashen when talking about acquiring a language. Extensive reading is reading that is done primarily with a focus on enjoying the task of reading. The learning is implicit and happens without the students realizing it just by them understanding new words and structures contextually. Krashen talks about how acquiring a language is all about understanding messages. While reading a lot of literature that is appropriate to their level, the students are understanding many messages are therefore acquiring implicit knowledge of the structures that the author is using.

Fenton-Smith (2007) argues that input is what counts in language acquisition and that output merely get in the way. This might be a limiting belief as doing output activities are necessary

in order to assess the students' proficiency level in other areas such as speaking. There are also other benefits such as how these output activities might make it more likely for the ER program to be successful. One of these output activities is using the time to have peer discussions. As the students end up reading different books or the same books in different order this is useful in order for the students to find more books that they are likely to enjoy. After all, as is argued in the text, students know much better what other students are interested in than the teacher. Fenton-Smith therefore argues that not only is this an efficient way to motivate the students it can also be used to assess their ability to create written texts or their oral competence. Fenton-Smith states that we need output activities that make possible for the teacher to judgements about the students' reading efforts. The way that this is done has to be carefully considered as factor of the students' enjoyment is still important to keep in mind. Fenton-Smith mentions that the answer is not filling out book reports which is problematic in nature due to the repetitiveness which eventually leads to it feeling more like a chore.

Methodology in language teaching: it is up to the teacher to provide the motivation and monitoring to ensure that the maximum number of books is being read in the time available. It is argued that the students will not obtain optimal benefits unless they are "hooked" on reading. A test conducted showed that the number one indicator of students' gains scores was the quantity of reading.

For the students to read a large quantity of books given that they choose what they read and are reading for enjoyment, this means that the material available has to be extensive for the pupils to be able to find a sufficient number of books.

Mason and Krashen argue that using excessive output activities takes time away from reading which has been proven in several studies that it should be sufficient. They even argue that output activities that are oral or writing based to some extent detracts from the students' abilities to speak and write. This is based off the Comprehension hypothesis that states that language and literacy development occur in only one way, when we understand messages. It is stated in the course in the LK20 (Udir) that the goal of the English course is not only to teach the students English, but also help them become autonomous learners that are able to acquire language competence on their own. This learner autonomy can be achieved through extensive reading. and by teaching the students to learn new words through texts that they find on their own that are of the appropriate level where they understand new words based on the context that they are used in. While these articles to some extent argue against each other,

they both agree that the main goal is to have the students benefit as much as possible from the reading that they do and have them read as much as possible.

2.8 Benefits of ER

As mentioned earlier on, some studies suggest that ER students outperform students that have been taught in the traditional way. Thus, it might seem strange that there are not more teachers using ER in their classrooms or why it is such a small part of what is going on in the classroom.

One of the goals of the English course is to help the students develop into independent learners. According to “teachingEnglish.org” There are various tasks that they can do with their reading. As the students read more books they gain a better understanding of their own competence level and therefore what texts are suitable for them. This knowledge helps the students start to learn more on their own through ER. While the role of the teacher as a guide might be important early on for the students, more experienced readers will find themselves able to pick out texts that are suitable for them mostly on their own.

Extensive reading has been noted to broaden the learners’ vocabularies. This is due to repeated comprehensible input. If the text is at an appropriate level the students are repeatedly exposed to words and phrases that are new to them. Various sources also mention how extensive reading helps improve writing. Through repeated and continuous exposure to texts the students gain a larger understanding of how to produce these texts both in writing and in speaking. The act of doing extensive reading leads to more reading. If done correctly the students should also feel a sense of satisfaction after having successfully read a book in a non-native language.

2.9 Challenges with ER

While there are many benefits to doing ER there are still several teachers that avoid using it as a teaching method. This is because there are also several challenges that come with running an ER program.

One of these that came from an inquiry that was conducted among teachers worldwide was that there isn’t enough time. Studies have shown that the most prominent predictor of success while conducting an ER program is the amount of time that is given to the students to read.

Extensive reading is simply sitting down with books and reading them from cover to cover. This is a process that takes time. Especially for teachers that find themselves struggling with time as it is, this can seem like the most insurmountable challenge of them all. However, while looking at studies that have been done on ER the results show that the students learn much more than just what might seem obvious at first. There are notable benefits when it comes to the students' grammatical competences which is something that is known to take up a lot of time. Similar benefits

Another challenge is that the teachers feel that they are unable to determine their own role during ER. As mentioned above, ER is something that the students do on their own. This leads to lessons that are very different from the traditional teacher monologue and this is therefore something that not only the students, but also the teacher will need to practice.

2.10 The MA's contribution to the field

While there are a lot of existing studies on ER there is a lack of studies specifically looking at the effects of teacher intervention and what a teacher's role should therefore be during ER. This study attempts to look at previous studies that have been conducted to determine what the teacher's role should be during an ER program in order for the program to be more likely to be a success. While discussing this the study will also take the current curriculum into consideration and how an ER program interacts with the course curriculum. This study is an important one as the teacher's role during an ER program is one of the current obstacles for teachers that are considering ER programs in their classrooms. If the roles of the teachers during an ER program were clearer, then more teachers would be willing to consider an ER program.

3. Methods

This study looks at 7 studies that have been performed on ER in the EFL classroom. This chapter presents the methods applied in the thesis used to answer the following research questions:

- What is the teacher's role during teacher intervention in an ER program?
- What effect does an ER program have on a student's English competence?

The chapter is divided into 7 sections. section 3.2 describes the process of identifying the 10 studies that were used for this study with criteria for exclusion and inclusion. Section 3.3 describes how the data was gathered from the studies that were selected. Section 3.4 looked at the type of studies that were looked at. Section 3.5 described the data analysis method that was used to synthesize the data gathered to use it in the discussion section. Section 3.6 addressed the question of quality, looking at the credibility, transferability and replicability. Section 3.7 looked at the ethics of the study

3.1 Methodological approach

To investigate what the role of the teacher is in an ER program a literature review approach was adopted for this study. A literature review is a generic term for a study that provide an examination of recent or current literature. (Grant & Booth, 2009, p. 94) these can cover a wide range of subjects at various levels of completeness. Some literature reviews cover research findings, but not all. Depending on what specific method of doing a literature review is being used a literature review could include comprehensive searching. The best known type of review would be a systematic review. A systematic review aims to draw together all known knowledge on a topic area. While this method of doing a literature review provides a lot of useful insights it is also a process that requires a lot of time. The review that I therefore elected to do instead was a rapid review, which while it is very similar to a systematic review. A rapid review is based off the same method of gathering research material as a systematic review uses, but due to time restraints some steps of the process is shortened down in order to save time.

This study will be a rapid review. This means it will look similar to a systematic review, but it will be simplified in some aspects due to constrains such as time and scope of the study. This will be limited in that the amount of time to gather the data is limited and not every suitable study from gathered from the suggested search model will be analyzed. The studies will be analyzed in the context of the two research questions that are relatively narrow. Rapid reviews are a way to provide actionable and relevant evidence to strengthen systems.

Rapid reviews work to provide a synthesized overview of the currently available evidence. While a systematic review normally analyzes in depth all the available research, a rapid review will tend to focus specifically on information that is relevant in answering the research question.

While some rapid reviews evaluate the studies that have been done this will not be something that is focused on during this study. Instead, the studies that will be synthesized will be found using the model in appendix 1. This ensures that they are relevant studies that will aid in answering the research question.

The data gathered during a rapid review can be presented with a table which works as an efficient way of keeping collecting the data to work on it later. Dobbins mentions several factors that are important when noting down the information from the studies. In this study the important factors will be that they lead directly to the original sources but also whether the data was presented in a table as raw data or if this was something that was analyzed by the author of the original study.

A rapid review attempts to answer the research question based on the data that has been gathered and considered. In this study the data will consist of statements in the studies and data gathered from tables in the conducted studies. The table that will be used throughout the process (appendix 2) will be used while drawing conclusions.

3.2 Data collection methods

While gathering studies that are relevant to analyze to answer the RQ the model in appendix 1 will be used. This model bears similarities to a model that would be used for a systematic review, but it has been simplified to work for a narrower study. The studies that are considered are newer studies as those are most relevant and applicable for teachers today.

For the studies that have been selected, they have been selected using the criteria described in Model 1

Model 1: Inclusion and Exclusion criteria

	Included	Excluded
Databases	Oria UiS, ERIC	BRAGE
Timeframe	1997-2022	Literature published prior to 1997
Publication type	Peer-reviewed journal articles, book chapters	Newspaper articles, book reviews, BA, MA and unpublished doctoral theses, steering documents, white papers
Type of article	Empirical research studies	Theoretical articles, explanations of course instruction,
Focus	Extensive reading AND teacher intervention OR intervention strategies OR Teacher Guidance OR Teacher modeling	
Language	English and Norwegian	Other languages
Target teaching level	Students in year 5-7 of primary school and lower-secondary school	Pre-school, adult education and university, Upper-secondary school

While searching for the relevant studies I created variations of search terms while using Oria. The terms were meant to ensure that all of the studies were done in EFL classrooms on

extensive reading. as the research questions specifies that the students are between 5th and 10th this meant that any study that was done with university students, of which there were many, were excluded. This might be something to consider for future research to see if the findings were different for such a study. In order to ensure the quality of the studies that were analyzed for the rapid review the studies had to be peer reviewed articles.

The studies also had to include some sort of teacher intervention, however the studies had different ways of phrasing this. Some studies called this scaffolding while others called intervention strategies or teacher modeling. While analyzing the results later the definition of teacher intervention was taken into consideration and used to determine whether this was done successfully in the studies.

The criteria for exclusion were used while looking through the studies that were suggested. Any study done with older students was excluded as they are likely to provide different results. The studies had to be done in EFL classrooms since that makes them most relevant and another language might provide different results based off the amount of input the students receive in that language outside of the classroom. Despite this, there is no proof that teacher intervention would work differently in these classrooms, and it might be valuable to perform research on this in the future as well.

All studies written in languages aside from English and Norwegian were excluded as they were the languages that I would be able to work with,

This model aims to ensure that the studies are relevant in answering the research questions. While looking at teacher intervention it is important to note to what extent the teacher is controlling the lesson. The studies that are looked at will be studies where an ER program was run over a set time period which means that they are likely to provide results related to learners' English competence as well. This means that the studies will be helpful while answering the second research question as well.

The data that is gathered will be from 10 studies done in EFL classrooms with students of age groups matching those of year 5-10 students in the Norwegian school system.

The data that is gathered will be looked at in light of the 10 criteria that was mentioned in the literature review section of this study. These criteria will be used as a definition of what a successful ER program should include and be focused on. This means that the teacher

intervention is not getting in the way of the task of reading which is as earlier mentioned its own reward.

The data was gathered into two tables, depending on which research question the findings were relevant for. For the first research question the table presented the data, then the study it was taken from and the location within the study. If there were more studies that reported the same findings or findings that conflicted with the data these were grouped for easier access and used while discussing the reasons for the findings.

For the second research question data from pre and post tests were gathered and used to determine the effects of an ER program. The test data was sorted based on how significant the effects were along with a note on what type of approach was used. I did this to make observations about what types of extensive reading method would seemingly work best.

The list by Day and Bamford that was mentioned in the literature review will be used to define whether an ER program is successful.

While discussing the research question in the context of ER it is natural to bring up Teacher intervention.

If one of the competence aims after having completed year 7 is that they are able to present content from texts, they could do that while also helping their peers find books that are suitable for their interests. This presentation does not have to be particularly structured either. The students already spend a large amount of their time discussing the content that they find engaging and so if the books are interesting enough, they are likely to initiate the discussion without even needing the teacher as a guide.

The dangers of these tasks are that they become a chore that the students have to work on in addition to the reading. According to Day and Bamford reading is supposed to be its own reward and they are supposed to be reading for pleasure. The students are a lot less likely to find the task of reading pleasurable if they know that there is a task following that they do not enjoy doing. These tasks that the teacher assigns the students, or their additional teaching therefore has to be something that helps add to their interest in the story that they are reading.

3.3 Sample

A total of 7 studies were analyzed for this literature review. The studies were done in EFL classrooms using variations of ER programs. The students that participated in the studies were between the ages of 10 and 16 with varying English competence. All the studies were peer reviewed with their methods described in their study.

Authors, (year)	Country	Title	Summary
Xiaomei Sun, (2022)	China	Scaffolded reading: a case study on an extensive reading program in China	This study aimed to investigate effective approaches to extensive reading implantation. It looked at two teachers' approaches when implementing an ER program. The findings were gathered from the teacher's perceptions, from student interviews, and from student surveys. The teacher had been teaching for eight years and the students that participated in the study were junior one students who were 12 year-olds.
Abdurahman Ahmed Enris, 2018	Ethiopia	Effects of Extensive Reading on EFL learner's Reading Comprehension and Attitudes	This was a study looking at the effects of extensive reading on EFL learners' reading comprehension and attitudes. The study was conducted in 2018 by Abdurahman Ahmed Enris. The study reported findings from two consecutive studies on the effects of extensive reading. The participants were 14- and 15-year-old Ethiopian EFL learners. This study reports findings on how increasing reading time and including motivational activities can affect the motivation of the students.

<p>Hyekyung Kwon, Kyungsuk Chang, Yongwhan Kim Byeong-Cheon Lee, Young-Joo Jeon, 2017</p>	<p>South-Korea</p>	<p>Factors for Successful Implementation of Extensive Reading Program Using Online/Offline Blended English Library System in Schools</p>	<p>This study looked at how an online library can be implemented into an Extensive reading program. It looked 18 schools with a mix of primary schools and middle schools. The programs were implemented while taking the curriculum into account and discusses how this looks different due to the differences in the curriculum.</p>
<p>Jason Kok Khiang Loh, 2009</p>	<p>Singapore</p>	<p>Teacher modeling: its impact on an extensive reading program</p>	<p>This study was done in a school in Singapore to investigate if teachers were doing modeling during SSR sessions in the classroom. The data from the study is taken from observation logs, questionnaires, and semi-structured interviews. The study was conducted to see if the hypothesis that most teachers, despite believing that it is important, are not doing teacher modeling.</p>
<p>Xiaomei Sun, 2021</p>	<p>China</p>	<p>Differentiated instruction in L2 teaching: two extensive reading programmes conducted during COVID-1</p>	<p>The study investigated two extensive reading programs that were done during lockdown in Beijing China. It is a different set of circumstances compared to most other studies that are done on ER as this study was done with students mostly staying at home except for a few weeks for one of the classes. The findings are discussed in the context of differentiated instruction and how this works</p>

			in an ER program that is done online.
Chih-cheng Lin, 2014	Taiwan	Learning English reading in a mobile-assisted extensive reading program	This study looked at two classes taught by the same teacher during a ten-week ER program. One of the classes were using a mobile tablet while the other was using a PC to read on. Both groups had access to the same books and both and there were no significant differences between the classes before the study began. The main findings of the study were looking at how much the students were reading and how much they learned to see if there was any significant difference in students using tablets compared to those using PCs.
Ying-Chun Shih, Chiou-lan Chern, Barry Lee Reynolds, 2018	Taiwan	Bringing Extensive Reading and Reading Strategies into the Taiwanese Junior College Classroom	This study observed two 10 th grade classes through an ER program. One of the classes received integrated reading strategy instruction during the ER program while the other class received intensive reading instruction. The intervention class showed reading proficiency improvements and increased use of reading strategies, especially strategies activating background knowledge. The findings indicated that the reading proficiency could be differentiated by learners' use of context to aid reading comprehension.

3.4 Data analysis method

The main goal of analyzing these studies is to see what the teacher's role is in intervention strategies that work in a successful ER program. The studies will therefore be looked at using the criteria provided by Day and Bamford to tell if they were successful. The most useful data from these are likely to be data mentioning the amount of reading and attitudes towards reading as they determine whether the students are getting the benefits that they are intended to receive from an ER program. From the studies that are conducted where they specifically mention using teacher intervention and that the ER program was successful the role of the teacher in the intervention will then be discussed. Both in the context of using this method to help the students become more autonomous learners and to determine if this intervention was successful in the context of an ER program. The most important factors to consider here will be that the reading is its own reward and that the students read on their own as those are the ones most likely to be affected by any teacher intervention.

Because the objective of the study is to analyze the teacher's role in successful teacher intervention, a qualitative approach was considered to be the most suitable in order to provide answers to the first research question. For analyzing the data in the first table a qualitative content analysis was deemed the most suitable. The reasoning for this is that it makes it easier to sort the data based on the teacher intervention method and thus discuss what intervention methods actually work and what the teacher's role while using this particular intervention strategy would be.

To answer the second research question of how a successful ER program affects the English competence of a 5-10 grader student the data will be gathered from the studies of successful ER programs by looking at the pretest and posttest that the students do. Any data on control groups that did not go through an ER program will be valuable while discussing the additional benefits, but the main purpose of analyzing these is to look at what the students are learning and how these fits into the course curriculum. This is also useful while considering the reasons for why teachers struggle with running ER programs in their classrooms. While one of the arguments against using ER in the EFL classroom is the amount of time it takes, there is a counterargument to be made if the students can benefit enough from doing the ER for them to be making up for the time spent with the ER program. This would for instance be learning grammar concepts through the act of reading which would then mean that the students do not have to spend as much time studying these concepts in the classroom.

It is also valuable to look at other mentions that suggest an improvement in the English competence of the students. These could be any notes that were made relating to teacher intervention tasks where the teacher aims to assess the students.

The students enjoyment while using the methods were also taken into consideration, not just as a criterium for a successful ER program, but also simply to take notes on how effective it would be to use this as a study method regardless of whether it actually was ER according to the criteria by Day and Bamford.

If the teacher is taking control of certain lessons and creating supplementary lessons then that suggests that the reading in itself is not sufficient. This would be in contrast to how Day and Bamford talk about how reading is its own reward. In these situations, this will not be considered successful teacher intervention as it is actually hindering the ER program itself. While this intervention could be useful for the students and the effect will be discussed, it is not going to be considered extensive reading as the students are not actually doing the tasks on their own.

As mentioned earlier the findings from the data gathering was kept in a table and analyzed to draw the conclusion at the end. The first step was to find the relevant material within the studies. The table that these were kept in kept data such as what the tasks were and arguments that were used. This was done to have a better chance at finding contradicting arguments between the studies. This data was also sorted depending on what research question the data was relevant for.

The data was analyzed in light of the criteria for a successful ER program by Day and Bamford for the first research question and the English course curriculum (LK 20) for the second research question. The course curriculum was used as a way of determining proficiency. If the students gained competence in areas related to the LK 20 because of the ER program, then this leads to the conclusion that it can be used to substitute traditional teaching methods in some cases. For the data related to the first research question the data was qualitatively analyzed and if other studies provided conflicting findings or findings that were similar these were also considered while analyzing why the studies got these results.

3.5 Quality criteria

3.5.1 Credibility

This research is done by discussing previously done studies on the subject of ER in the EFL classroom. The data was gathered from trustworthy sources that have already been previously analyzed. The rapid review method has been described thoroughly above and has been explained together with the search criteria for the research.

3.5.2 Transferability

As mentioned in the theoretical background section of this study some teachers are choosing not to use ER in their classrooms either because they are unsure of what their role should be during an ER program or because of how much time and effort it takes to run such a program. The goal of this study is both to show how much the students would benefit from a successful ER program and to show how a teacher can intervene during an ER program without taking focus away from the core principles.

3.5.3 Dependability

“Dependability relates to whether the results could be reproduced at another time and relies on systematic and methodical data collection and record keeping procedures” (Brown, 2021 p. 85). The sample was gathered using a systematic approach and were later synthesized using the data collection methods that were described in the methods section.

3.6 Ethical considerations

“In every study, authors are required to report on the ethical considerations of their research” (Connelly, 2014 p. 54). In this study the authors of the research articles are the concerned parties. While gathering the results the original data or statements will always be documented along with how conclusions were drawn from these findings in the analysis process. There will always be some bias while conducting research like this where results have to be synthesized, but this process was also reported to make it transparent for the readers how the conclusions were reached. “De nasjonale forskningsetiske komiteene” Have their way of

4. Results

This section has been divided into seven parts. One for each researched study. The data from the studies are not sorted based on research questions as it was deemed more useful and easier to navigate if one study was presented at a time rather than jumping between the studies to report on matching findings. The findings include pre- and- posttests and any other notes on the students' competence that have been mentioned and noted in the studies as well as descriptions on how the teacher worked with the ER program.

The result section of this study will be reporting on data relevant to answering both of the research questions. As mentioned in the methods section. The data will be from the 8 studies presented in the sample. The data from the studies are presented with one study at a time to make it easier to navigate. The findings include success factors of ER programs, teacher intervention and learner outcome from ER programs.

4.1 Factors for Successful Implementation of Extensive Reading Program Using Online/Offline Blended English Library System in Schools

The study on online offline blended library had the students using a system that would let them read the same material both at home and at school and that used a level up system. This system also led to the teachers being able to track their students' progress more easily and it was perceived to be easier to keep the students motivated to work on the assigned material since they could also track their own progress. The study revealed that teachers who worked hard to encourage the students had students that would be more eager to work with extensive reading. The students were also given extrinsic motivation from awards that they were given by the teachers after having done a certain amount of reading.

Based on how a student has been progressing with their reading the teachers were able to come up with suggestions on how they could start making regular progress again. The strategies that they suggested were either changing books that they were reading or the teachers would focus on helping the students acquire new reading strategies.

Using a method like this made it easier for busy teachers to provide feedback and check up on pupils. "One of the good things about using the system is that it shows at which level

individual students are. I can see clearly which students have achieved the goal or not. Based on the information I can give guidance to those in need. This is not complicated at all. It's simple. All you have to do is follow the procedure it has set for users. (Interview with Teacher C, A middle school)" (p. 65) This comment from a teacher clearly shows the benefits that they see in the program, but also their positive attitude towards using extended reading like this.

The teacher played an active role not only with providing guidance, but also with motivation. "It was found that students got more motivated and good results when provided with the school-level support as incentives such as events awards, coupons, favorite snacks, etc. "market day" and "bookworm awards" are good examples of school-level incentive events for students' good extensive reading habits" (p. 66). The study found that the use of extrinsic motivation was beneficial when working with the students.

In order to make time for an ER program it had to be integrated into the curriculum and this was done differently in primary schools than in the middle schools as they had different curriculums. The students were doing activities related to comprehension, vocabulary or summarizing the content after having finished a book and the teacher could then use the results of these activities while doing the student assessment.

4.2 Scaffolded extensive reading: a case study of an extensive reading programme in China

The study by Xiaomei Sun found that the students (Age 12) even despite being above average level students where their level was between B1 and B2 had trouble finding books on their own. The teacher was providing recommendations, and these were based on three factors: number one was the difficulty of the material. The second one was on the interests of the student and the last one was on the coverage of a wide range of genres.

In addition to the advice on how to choose the books the teacher in the study also provided guidance on how to tell if the book that they were reading was of a suitable level for the students and something they might be interested in. This was something that the teacher did in the initial stages of the teaching program. The teacher provided two steps for this:

1. Interest: First read the introduction and others' comments. Make sure you're interested in the topic and content, and you are willing to read it. (Students choose what books they are reading, and they read for pleasure with reading being its own reward.)
2. Difficulty; Try reading three to five pages. Make sure you're able to understand at least 80% to 85% of the content. On each page, there shouldn't be more than five to six new words, and the unknown words do not affect your understanding of the general idea.

The teacher had a clear process that they used when the students were trying to select books.

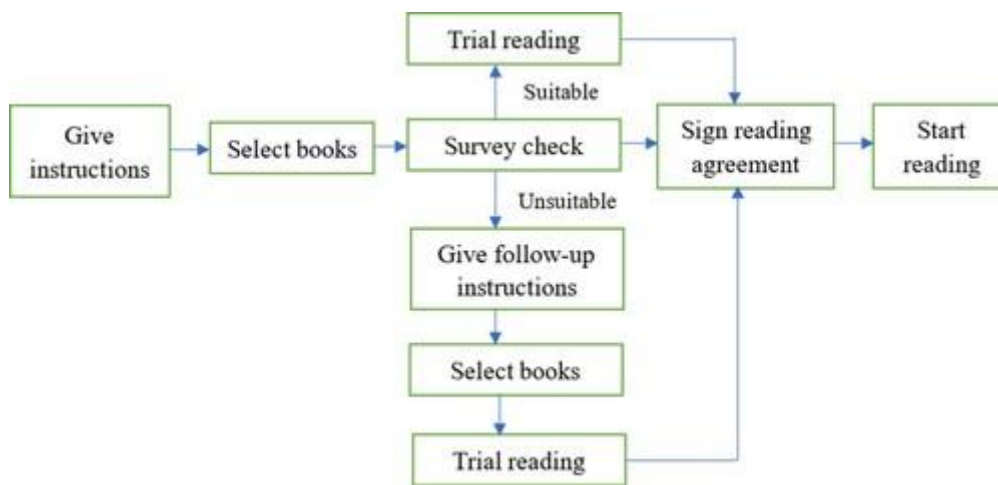


Figure 1 (p. 6) *The model that the teacher used to explain the process that the students were using when trying to pick suitable books.*

This method was used for all the students with the teacher having the students repeat the step of selecting books if the initial book was not suitable for the students.

Another thing that the teacher did was that they gave the students a survey that helped check if the books were suitable for each student. If the survey response was that the books were not too difficult or too easy and were interesting, they were to sign a “Reading agreement” this helped make the act of reading a “serious” matter. This survey served as a tool that the students could use later as well while studying on their own.

For the ER program the teacher had the students do SSR. This means that the students are doing reading on their own with sufficient space. That means that while the students are doing their reading, they are doing this on their own without any interruptions, even from the teacher. The intervention from the teachers was done outside of the allotted reading time.

The teacher also asked the librarian of the school to provide a course on how the students could find books that were suitable for their level and interests more effectively. “Once a week, Cai took her students to the library where they did free reading for 40 min. Before the start of library reading, Cai asked a school librarian to give students a training session to help them more efficiently find suitable books. One picture that Cai took of her students reading in the library showed that students were sitting apart, each one enjoying sufficient space and immersed in individual reading” (p. 6) While the SSR method implies that they are not getting any help while they are doing the reading the students still received help outside of the allotted reading time and the teacher still worked actively to track their students’ progress.

One of the findings from the study reported that over half the students were expecting recommendations on reading materials from the teacher and 53% hoped for encouragement from the English teacher. This indicates that the students had clear expectations of the teacher and that they had their own impression of what the teacher’s role should be while doing extensive reading.

The students were also given reading strategy instructions before their library sessions where they were reading on their own. “I taught them a series of reading strategies, for example, making predictions and inferences, and visualisation ... when leaving the library, they need to complete a brief reading note – choose one strategy from the list I provide and tell me how they use the strategy. For example, if they choose ‘visualisation’, they could draw a picture to present an important chapter they’ve read. (Cai, Interview 2)” This provided a way for the teacher to track the progress of the students while still being low accountability.

4.3 Bringing extensive reading and reading strategies into the Taiwanese junior college classroom

This study was done as a 16-week ER program where one class received instruction in reading strategies before starting reading while the other group received traditional reading instruction with intensive reading.

The results showed that focusing on reading instruction has a significant effect on the students’ reading proficiency and what strategies that they were using. The results also indicated that less proficient readers needed more instruction on methods that relied on contextual clues. Meaning that they needed more instruction to figure out how to learn new

words based on context which is the main point of extensive reading. (Make note of this for analysis section of the paper)

The students were taught strategies related both to comprehension and fluency. The comprehension strategies were a) finding the main ideas in the paragraph and b) identifying meaning from context. The fluency strategies included: Scanning for specific information, skimming for the main ideas, predicting about a topic, recognising points of view, ignoring unimportant unknown words, recognising reference words, and recognising signal words.

The article mentions the research by Day and Yamanaka (2007) on how you can often figure out the meaning of words based on the context that they are used in even if it might be a word that you are not familiar with. This strategy teaching was given in addition to the extensive reading program that the students were following where they were reading graded readers. The students were tasked to write reading diaries reporting on their progress which the teacher used to give feedback to the students both to encourage them and to help them with material that they were struggling with. In the reading diaries the students were also asked to comment on whether they were enjoying the book or not. The control group did not receive any reading strategy instruction, but instead they were given instructions through intensive reading practice which included grammar instruction, comprehension questions and language analysis.

The pre and post tests showed that the students were consistently using these strategies while the students in the control group that worked with intensive reading instead of receiving reading instructions started relying less on their strategies. This showed that the instructions on reading strategy had an effect on how the students approached texts, but also that the students receiving instructions on vocabulary and grammar used this instead and even started using reading strategies less than they were before.

4.4 Learning English reading in a mobile-assisted extensive reading program

the system provided the students with a way to see all the awards that they had gotten and the teachers could also use that system to monitor how their students were doing. The books were graded which meant that the students could also tell what level the books were at and how

they compared to other books that they had already read. Another thing was that they were continuously taking tests which let them and the teachers know how well they were doing. “A comprehension-check test will appear after students finish reading an e-book, followed by a performance report on the test.” (p.51) These tests were tools that both teachers and students could see the results of. This also served as a method of tracking the progress of the students.

The study had the students divided into two groups. One of the groups were to use the program on a PC while the other group used the program on iPad mini with the limitation that they had to use it only in areas where there was a Wi-Fi connection available.

Another finding from the study was that this portability led to more collaborative abilities. While the test scores revealed higher comprehension scores for the students that were doing collaborative studying there were still students that preferred to work individually, these tended to be students that had been previous “high achievers”.

The study found that the students that had iPad available to read on were spending significantly more time on the application than the students that were using PCs. They also reported higher level of satisfaction with the method that they were using and a perceived ease of use. The study concluded that a predictor of how much time the students spend with the program is affected by its ease of use.

The teacher would assign the students books, but the students had the ability to choose what books they wanted to work with. Some students would choose books of an easier level to accumulate credits for the program rather than reading books of the suggested level. This highlighted two findings from the study. (p. 52) The students took note of what level the books were at and to some level considered their own reading ability in comparison to the level of these books, and they were not motivated just by the reading tasks alone.

4.5 Effects of extensive reading on EFL learners' reading comprehension and attitudes

This study was done with two rounds of extensive reading where the program was modified after the first round. The study showed that there were no significant results on the reading comprehension of the students in the first study.

Table 1. Pretest and posttest comprehension scores

Groups	Mean		t	Sig.(2-tailed)
	Pretest	Posttest		
Control (n=46)	15.35 (6.25)	13.72 (9.48)	-.90	.36
Experimental (n=46)	15.28 (6.58)	15.30 (7.71)		

Note: Standard deviations appear in parentheses next to the means

Table describing the pre and post test of the initial study (p. 6)

Which was why the second study was designed with a few modifications.

The second study focused on doubling the amount of allotted reading time and motivational activities were also used. “For the experimental group, the revisions were that: motivating activities such as learners’ group discussions (to share what they read), and reading marathon competition were included. There were also some modifications in the experimental group: two 40 -minute classes per week were assigned for the intervention group over 12 weeks, and six additional reading books (12 books in total) were employed” (Page 7-8). These methods were reliant on teachers to set them up in the beginning, but as the students become more accustomed to this way of studying, they are less reliant on the teacher provided that they have peers around that they can work with.

The study also showed that the that were in the control group experienced a negative development in their attitudes towards reading. The experimental group however experienced a positive development where their attitudes toward reading improved.

Table 5. Pretest and posttest attitude scores

Groups	Mean		t	Sig. (2-tailed)
	Pretest	Posttest		
Control (n=44)	16.33 (3.15)	14.56 (2.59)	-8.00	.001
Experimental (n=46)	17.24 (3.65)	18.72 (2.31)		

Note: Standard deviations appear in parentheses next to the means

Table describing the development in attitudes from the revised study (p. 8).

This means that the activities had a significant effect and that only increasing the amount of reading might have the opposite effect of what was intended.

Lastly the study concluded that there was very little development in the reading comprehension of the control group that did not go through the ER reading strategies teaching program, as opposed to the experimental group. “Although the majority of students fall with low scores, the experimental group performed significantly better scores than the control group on reading comprehension posttest. (P. 9) Despite low scores in general the study was able to determine a positive effect on the students’ reading comprehension provided that they were given enough reading time.

Table 4. Pretest and posttest comprehension scores

Group	Mean		t	p (2 tailed)
	Pretest	Posttest		
Control (N = 44)	10.32 (6.19)	10.70 (6.86)	-2.50	.01
Experimental (N = 46)	12.52 (6.86)	14.96 (8.58)		

Note: Standard deviations appear in parentheses next to the means

Table describing the comprehension scores from the pretest and posttest of the revised study (p. 8)

However, this was only true for the experimental group. The control group did not have any significant improvements in their reading comprehension scores.

This study was carried out in two rounds where one of the experimental groups were given 4 times the amount of time for SSR. For the first round of the study none of the two groups showed any significant improvement in their reading comprehension.

The implications from the study were that while both of the experimental groups had a positive attitude towards ER, only the second one where they were given more time were given more time and were given motivational activities had a significant improvement on their attitude towards reading.

This study was done with a limited selection of books compared to the other studies. “the researcher used his own personal collection, including stories, narratives and folk stories from

different sources, such as stories from the British Council Ethiopia collection by Ambachew Sargent and Elizabeth Laird available at www.ethiopianenglishreaders.com/ “ (p. 5).

4.6 Differentiated instruction in L2 teaching: two extensive reading programmes conducted during COVID-19 (2021)

The study looked at ER programs run during the lockdown period in two classes.

This study was conducted during the covid- 19 lockdown in China and the students made special mention of how it was easier to find time to read during the lockdown than it was normally. “In the interview, Xia referred to students having more time for reading as an advantage of the online learning mode, adding that ‘at normal times, students have little time left for extensive reading after finishing assignments and preparing for various tests’ “ (p. 184). As this was a view that was shared with the students as well this means that the students did not have enough time to sit down to read during “normal times”.

The students also varied a lot in regard to how much they were reading each time they sat down to read.

Table 3. Students’ frequency and quantity of EFL reading in the lockdown period.

Reading frequency	Xia’s programme (%)	Yun’s programme (%)	Reading amount each time	Xia’s programme (%)	Yun’s programme (%)
Several times a week	72	57	≤10 pages	47	43
Every day	20	21	10–20 pages	31	29
Once a week	5	7	≥20 pages	15	29
Less often than once a week	3	14			

Most of the sessions that the students had ended with them reading less than 10 pages, but 15% and 29% of the sessions (for each teacher’s class) that the students had were ones where the students were reading more than 20 pages.

Another finding from the study was how accountability was not necessarily “Yun added in the interview that writing notes was not compulsory because she did not want to demotivate those students who dislike writing after reading” (p. 184) As mentioned above in the excerpt from an interview with one of the teachers the students of that class did not have any compulsory

post reading tasks. This class also had approximately twice the amount of sessions where the students read more than 20 pages compared to the other class where the post reading tasks were compulsory activities such as poems or discussing the book.

This lack of compulsory reading led to 14% of the students reporting reading less often than once a week. As mentioned above the students without compulsory reading tasks that were not initially interested in reading really had no need to interact with the ER program and thus chose not to do any reading. However, the 14% increase in students that were reading more than 20 pages when they started reading also showed that the students that really enjoyed reading spent more time doing it.

One of the findings from the study was that writing reading diaries was not a functional method for motivating students that were not interested in reading in general “Another student contended that this online checking system only worked for those who had the intention of reading, while for those with little interest in reading, this made almost no difference” (p. 184). Since another point that the teacher of this student made was that this was not a compulsory activity it meant that they could skip this activity completely.

The study found that there is a wish for teachers to help in organize some sort of joint session for studying. “With regard to the disadvantages of online learning in relation to extensive reading, the biggest issue was lack of a favorable reading environment. According to the survey results, 59% and 36% students from the two programs hoped teachers could organize some online discussion or other collaborative activities concerning ER” (p. 184). This means that despite students technically being able to study wherever they wanted at home, they still felt like it would help to have some sort of structure and a way to interact with their peers.

One of the things that both teachers had in common was how they both made sure to provide their students with a lot of different material depending on their English level and their interests. One of the teachers suggested the series *The hunger games* and *Percy Jackson* which the students really liked. “In the interview, one student expressed her strong liking for Percy Jackson series: ‘I finished the five books very quickly...I started reading this series during the winter holiday and got addicted to it.’(Xia’S2, Interview)” (p.183)

One of the students that were interviewed as part of the research revealed that they were reading far more than the required reading and that they were reading sources that the teacher had not been introducing them to. “One student of Xia in the interview revealed that in addition to novels, she also read non-fiction materials, including encyclopaedias, online newspapers and magazines (e.g. The Guardian, The New Yorker, and Fox News). When asked how she learned about these sources, she answered ‘my parents’ (Xia’s S2, Interview)” (p.184). The study concluded that parents’ supervision was an important factor in determining how much the students were reading. “One student (Xia’s S2) in the interview revealed that she read English materials for 30-40 minutes before going to bed every day, but sometimes needed parents’ reminding (p. 185) This extra reading time has a very significant effect on the amount English exposure the students receive and thus how much they end up learning.

4.7 Teacher modeling: its impact on an extensive reading program

The study found that despite many teachers claiming that they did model the reading task most teachers were not doing this.

Even if these seven responses were disregarded, that would mean 20 teachers were modeling the act of reading during USSR. This would translate to 40% of the teachers. (p. 106)

This meant that 40% of the teachers said that they were doing teacher modeling while the students were reading. The findings from the observations indicated a very different number compared to what the teachers themselves responded.

The observation indicated that the teachers in the participating school do not model to a large extent. The percentage of teachers who model ranges from 1.25% to 4.67% on a day-to-day basis. (p. 104)

These numbers are very low and do not match at all the teacher responses. this means that the observed number of teachers doing teacher modeling is a lot lower than the amount of teachers who believe they are doing teacher modeling.

Despite the fact that most teachers did not do teacher modeling; many teachers mentioned how they believed teacher modeling to be a necessary part of an ER program.

Teacher A: Model. Model! To show the pupils what is supposed to be done at that time. I think that teachers are a big influence. A very big influence on the children. They come to school for that 5 hours, they see what their teachers does (sic) and the teacher should set an example for the children to model after. (p. 108)

The teacher mentions various reasons for doing teacher modeling such as being an influence on their students. That means that the teachers attitudes towards their teaching methods are important and that the students should see that there is a clear intention behind the tasks that they are doing.

Teacher 1: Reading together would send a strong and clear message that reading is to be taken seriously. (p. 105)

The teachers see reading as a task that is to be taken seriously, but they also see the need for modeling to get that message across to the students. Otherwise they are likely to start questioning the importance of reading.

The study found that teachers tended to be otherwise engaged while the students were reading.

As in this case study of a school carrying out its USSR program, the school allocated a block of time, yet nothing came out of it. (p. 110)

The study concluded that it is not sufficient to set aside time for reading. This allocated time also has to be used appropriately in a way where the teacher plays an active role in modeling for the students.

5. Discussion

This section will be analyzing the different findings from the studies. The results will be grouped and discussed based on the teachers' roles in the reported findings. This section will be divided into 4 sections. Section one will be on teachers providing instruction before an ER program. Section two discusses the teacher's role during reading. Section 3 looks at the teachers' role in keeping students motivated. The fourth section discusses the teacher's role in tracking the students' progress while reading. The last section will be on the teacher's role in

providing time for reading. The data will also be analyzed in light of the previous research that has already been referenced

5.1 The teacher's role during instruction before an ER program

This section will be analyzing any of the reported findings on how the teacher works to prepare their students for an ER program. These results are either explanations of teaching on reading strategies or explaining processes of deciding what books to work on.

The two part study found that focusing on an intensive reading approach led to the students using reading strategies less frequently. Especially for texts that are on unfamiliar subjects this leads to the students not being able to read the books as quickly.

Studies also discussed the teacher's role in helping the students determine what books they were going to be reading. By teaching them strategies and making them aware of the different levels of difficulty it facilitated the process of choosing books for the students. This corresponds to theory suggested by Birketveit and Williams (p. 168) about how it is the teacher's role to help in the book selection process. One way to do this could be to introduce contracts like how it was done in the study by Sun. These are made so that the students become familiar with the process of selecting books and move towards becoming independent readers. Another way to do it would be to use a program like Raz kids that have books sorted into their own respective levels depending on how difficult they are to read. The problem with this way of doing it was that it was coupled with a level system that made it more rewarding for the students to choose texts of an easier level as that led to more points and more levels rather than choosing books that were suitable for the students and would lead to improved reading proficiency.

Another point to mention is that whether the students are using online resources to find texts or they are using a library to find books that they want to read, it is important that they know how to use these resources. The study by Sun (2022) mentioned that the teacher set aside time for the students to learn how to use the library. The study on mobile use during an ER program mentioned that one of the complaints that they had with the app was that it was difficult for them to use. Perhaps this meant that the teacher should have spent more time teaching the students how to use the system.

Another way to facilitate this is by using graded readers. This was done in the study by Ying-Chun Shih et al. to make it easier to find books at the right level. Another finding from this study was on how students need different amounts of time to learn reading strategies. The study found that less proficient speakers of English needed more time to learn strategies for understanding words based on the context that they are used in. Providing the students with enough instruction on how to expand their vocabulary by reading is essential for the students to benefit from the reading program.

5.2 The teacher's role during reading periods

This section will be discussing findings on what the teacher should be doing during the allotted reading time. It also discusses whether this is something that is clear to the teachers participating in ER program.

The study on teacher modeling emphasized the importance of the teacher reading while the students are reading. However, the study also found that especially during shorter reading sessions like the ones that school were having; very few teachers were actually spending their time reading. Instead, the time was spent either fulfilling other tasks or staring into space. Especially for teachers who are unsure of what they should be doing during reading sessions of an ER program some easy steps could therefore be to make a conscious effort to sit down and read whenever possible, and to try to make sure that that time was only focused on reading.

Another result from the same study suggested that there were a lot more teachers under the impression that they were doing teacher modeling than there were teachers doing it. This suggests that the teacher does not know how to do teacher modeling properly or they are just not aware of what they are doing in the classroom. It might seem lazy just sitting there reading during a class, but if that is what the teacher expects of the students and there is a good reason for it, then that is also what the teacher should be doing. As the study mentioned, the teachers are seen as role models for the students. This means that it is important that they can look to the teacher to figure out what they should be doing. By making sure that the teacher is intentionally sitting down with a book they are setting example of how a good reading culture should look like in the classroom.

The study concluded that the teachers do believe that reading is important and that it is important to act as a role model for the students, but if teachers consider themselves role models, that makes it even more important that they are modeling the correct behavior. If they do not model what the students are supposed to be doing, the students are likely to start thinking that reading is not important.

5.3 The teacher's role in keeping students motivated

This section looks at how the teachers work towards keeping their students motivated and to what degree this is something that the teachers should be focused on during an ER program.

Some of the studies were using programs that the students were reading on or logging their progress. This logging of the progress also came with, in all of the cases, achievements that the students got in their applications. These were meant to keep the students motivated. Yet even in those studies it was reported that the students either wished for more participation from the teacher or that the teachers who actively worked to provide feedback tended to have more.

Some teachers also organized either events or competitions with various prizes for reading. While this seems to have been efficient, the findings from other studies showed that the teachers who simply engaged themselves in what the students were reading tended to have just as good results. The findings from the study done during the Corvid-19 lockdown showed how the students were reliant on a suitable environment to promote reading. While the students were studying at home and were thus free to choose where they wanted to study, they mentioned that they wanted the teacher to organize some sort of study group as that would make it easier for them to stay motivated. This could also be because this way they see more of a reason to put in the work since they have to discuss it with their peers later.

A couple of the applications that the students were using also had a level system based on the number of books they had read and the amount of testing that they had been doing. The problem with systems like that, as they found out, is that the students can end up being more motivated to reach a higher level rather than reading books that are enjoyable and are suitable for their current level.

This focus on reading to participate in discussions seems to follow the idea of reading being its own reward (Day & Bamford) a lot more than providing extrinsic motivation that is reliant

on rewards. These motivational activities of discussing the books that they are reading are also helpful for the students that are trying to figure out what their next book is going to be. The study by Sun (C-19) also suggested this is something that the students need help organizing. This is the case regardless of whether it is online or offline.

The other study by Sun (2022) suggested that the students were expecting opportunities to discuss the books that they were reading with their classmates. While this is something that the students in several of the studies mentioned as something they would like to do it also has several other benefits:

- It works to provide accountability.

This discussion becomes a way for the students to show what they have been reading which in turn leads to them feeling like they need to do the reading. As mentioned earlier, several of the studies relied on extrinsic motivation, but this is a way for them to become motivated to read without needing the teacher to motivate them. This corresponds with findings from Krashen and Drew and Sørheim on integrative motivation. The students will want to have something to show

- It is a great opportunity to practice the students' oral competence

Extensive reading is a process that requires a lot of time and a lot of teachers therefore find it difficult to fit it into the already busy course curriculum. This is a way to help teachers that struggle with finding enough time, by looking for opportunities to bring other curricular aims into an ER program.

- It helps the students in their process of selecting new books

As mentioned in the section about the teachers role in preparing for an ER program it was discussed how it was the teacher's job to teach the students how to find books of a suitable level, but the student's peers can also be a valuable resource for ideas and then the student can use the process that they have learned from the teacher to see if this is a book that is suitable for them.

The study by Abdurahman also showed that while the students tended to find the ER program interesting and engaging it was necessary for the students to participate in motivating

activities for them to improve their perception of reading and enjoy reading outside the context of an ER program.

While looking at reading motivation outside of an ER program it is useful to look at the findings done on the study where students were reading books that were easier in order to accumulate points in the application that the students were using. Depending on how an ER program is structured it might lead to different results when trying to motivate the students. Especially in the case where the students are motivated to try to reach a higher number of points it does not necessarily lead to the students becoming better readers. Instead of systems that allow for those types of shortcuts it might even be more effective with extrinsic motivation in the form of praise or special prizes. Provided that the requirement for receiving these prizes is set up correctly, the students at least have to read books that lead to them becoming better readers. However, these prizes are less likely to lead to the students wanting to continue reading outside the context of an ER program.

Another finding that should be discussed further is how the students were choosing easier literature to get the level ups quicker while using apps. One thing that could be researched was if there were any differences in what difficulty level the students were choosing compared to the level they should be reading at if the “reward” was in classroom discussions which many students expressed that they wanted to have.

The conclusion is therefore that a focus on in classroom discussions and other activities where the students get to show off the books that they are reading in a fun way is more efficient. According to the studies this is something that the students were wishing for to keep them motivated. This also naturally leads to the students that are choosing books that are more appropriate in level as they are showing off the books to their peers. These books must actually be interesting for them to want to discuss them. For a book to be interesting it should also be written in a language that resembles their own level rather than something that has been simplified.

The study by Lin (2014) mentions how the students that normally performed higher preferred to read alone rather than to work in groups. No further explanation is given on why this is, but it highlights the fact that activities such as discussions with peers are not going to be motivating to every pupil and it is something that the teacher should take into consideration

when designing the program. It also hints that it is necessary for the teacher to observe how each student is engaged during these additional activities.

The findings from the study by Abdurahman suggests that it is necessary to provide motivational activities for the students to improve their reading comprehension. However, this could also be due to the limited selection of reading materials that was provided to the students in the study. While none of the other studies stated that it was necessary to provide motivational activities to improve reading comprehension, it was stated in several other studies as well that the students wanted or appreciated the opportunity to discuss their reading material with their peers.

The study by Sun (2021) found that the teacher had trouble organizing motivational activities when the reading program was done digitally. However, the findings showed that students that had parents that were engaged in the reading program were reading a lot more. Getting parents engaged in the ER program is even more important during programs like the one by Sun (2021) where the program was run during lockdown and the teacher did not have the ability to be there in person to provide motivation. The findings from the study also show that the students that were motivated to read on their own tended read a lot more when they did not have any compulsory post-reading activities. However, there were more students that read hardly anything at all when these activities were voluntary. The other class that was observed had presentations and one student mentioned how this pushed him to continue reading because it was motivating to see what the other students were working on. The findings suggest that it is important for lower achieving students to have some motivating activity, but that for higher achieving students or students who really enjoy reading in the first place this can take away from time that they would have otherwise spent reading books. As the teacher it is important to find the balance between having compulsory activities that help the students stay motivated to read without hindering the students that just want to read. It is also important for the teacher to stay engaged in what the students are reading. One of the teachers in Sun (2021) found that the students were really enjoying *The hunger games* and *Percy Jackson* series that they suggested. These suggestions, especially if the teacher has read the books themselves are very motivating for the students as it shows that the teachers are engaged in what the students are doing.

5.4 The teacher's role in tracking the students' progress

This section looks at how the teachers worked to track the progress of their students. It will discuss the use of apps, reading logs and in classroom discussions as methods of keeping track of progress.

As extensive reading functions best when the students are reading texts that are slightly ahead of their level where they are able to understand 80-85% of the words that they are reading (Sun, 2021) it is also important for the teachers to know what level that is for the individual students. (Teacher modeling) found that there was a large gap between the students which would also mean that in addition to taking different reading preferences into account the selection of available reading material also has to offer literature at multiple levels. Most of the studies found a way for the teacher to track what books they were reading, either this was done while using the application that the students were reading on or with reading logs. One study also used a contract system where after a trial period the students had to hand in a contract stating that they would read this book.

The study by Sun (2021) had their students show what kind of reading strategy they were using after their library sessions. The way that this could be done was with drawings or simple summaries. This could be an alternative for ER programs that are not using digital libraries systems to track their students reading. It is worth mentioning that the study on differentiation (Sun, 2021) noted that the use of logs or other compulsory activities could be seen as a hindrance for the students who were simply interested in reading books. As that seemed to be the case it might be more effective to use something like a simple test in an app which could be seen as more frictionless while still providing the teachers with the necessary data to keep track of their students' progress. If the program is not run digitally, it is necessary for the activity to be something that is either fun or that is at least simple so as to not take away from the reading.

Most of the studies, particularly those that worked with online libraries, used apps to keep track of their students' progress while reading. These apps served to facilitate the data gathering as the students did not have to write any logs and the teacher had metrics in these systems to keep track of what was being done.

The study done by Hyekyung et al. brings up implementation into the curriculum by looking at the activities that the students are doing in addition to the reading. One suggestion is that

this can be used while doing the assessment. While the students are only reading it is difficult to know if the students are reading books that are the correct level for them, but by looking at the results from tests and activities the teacher can follow up and provide suggestions for further reading. In the literature section graded readers were mentioned as an approach. Especially for programs such as Raz-kids which were used by several studies these programs have the books sorted by levels letting the students find books of a similar level after completing a book.

Another benefit to this is in how the teacher can start recommending books that are suitable for the students' levels if they know what the students are currently reading. The study by Sun (2021) found that students were finishing the recommended books such as Percy Jackson and the Hunger games very quickly. Making note of these books for future reading programs might also be beneficial as the students are likely to react similarly.

The study by Sun (2021) found that the students that really enjoyed reading tended to sit down for longer sessions when they had no post-reading activity that they had to do. If the teacher decides to run an ER program without any post-reading activity the teacher must find another way to track the students' progress. This is especially true for this study where the students were reading at home which meant that the teacher did not have the opportunity to observe the students while they were reading.

5.5 The teacher's role in providing time for reading

This section will be on how a teacher can work to provide the necessary reading time. This includes looking at how much time is necessary, and based on the results from some of the pre-tests and post-tests how an ER program fits into the curriculum of the LK20. The time set aside for post-reading tasks and other parts of the ER programs will also be looked at to try to determine how much time the extensive reading programs required.

One note from the study on teacher modeling was a comment made by one of the teachers that especially in those shorter reading periods that they were using at the project school was that this was also time that a lot of students would be taken out of class. This leads to two things: Number one is of course that the students that are taken out of class get less time for reading, but the other one is that it makes reading seem less important. Especially for the students that

are either struggling with reading or don't find it enjoyable to read it makes it more difficult to find the motivation to read.

Making it a part of the students work at home both makes it easier for them to find the time to read, but it could also be helpful in getting the parents on board with the reading. The study by Sun (2021) suggested that at times it was helpful to have the parents remind the students that they should be reading. The student that mentioned how she was reading for more than half an hour every day before bed would end up getting a lot more English exposure than the students that were not doing this. However, she mentioned that some nights she was only doing it because her parents reminded her. One important note is that all her parents were doing was reminding her, this was voluntary reading and thus something she chose to do. Despite this, she still needed her parents to remind her to read at times.

Another useful point from the study conducted during lockdown is how there were few other projects going on at the same time and thus they had more time to focus on reading. This shows the potential making the reading a part of the homework assignments instead of expecting it to be something that they are doing in addition to all the reading that they are normally doing. The same study reported that the students found it easier to read when there were fewer projects or tests that they felt they had to study for. While it is not always possible to take a lot of time off from other school projects it is important to work reading into an integral part of the EFL classes if the students are to find the time to read. One important thing to consider when making the reading part of the homework is that it must be done in the "correct way" There is no reason why this should need to take more time than normal homework would do. While the teacher should be open to let the students do more reading if they want to this should never be something that they are forced to do.

The two-part study found that for an ER program to be successful it needs to be given enough time and that they need to have motivational activities as well. All of this is something that the teacher must take into account when planning an ER program. One of the limitations of this study is that none of the studies that were analyzed looked at any factors other than reading comprehension and strategy use when they reported their pre and post-tests. Therefore, it could be valuable to look into this for future studies, as this is an important aspect of the teacher's role during an ER program. When designing the structure of the ER program it is therefore important to consider how much time should be spent reading

compared to other activities for motivation. The students all read texts at different speeds and if they are doing activities that are showing the rest of the class what they are reading they all need enough time to read a significant amount.

While discussing the way the teacher can set up discussions during an ER program it was also mentioned how this is a way to provide the students with opportunities to practice their oral abilities during an ER program. One of the arguments against running ER programs is that it takes too much time and that it is therefore difficult to fit into a course curriculum. Using opportunities like these is one way for the teacher to make time for ER, by looking at how the benefits of an ER program are also relevant to the course curriculum.

As mentioned in the literature review section of this study it is part of the formative assessment of the students that the teacher looks at the pupils' abilities to communicate in a structured and coherent manner. Discussions in the classroom can be an opportunity to do this in a way that the students find enjoyable. This means that discussions like these could be saving time while doing assessment of the students.

Another mention from the study by Sun (2022) was on the library reading sessions and how the students were sitting alone immersed in their own individual reading. It is part of the teacher's job to make sure that the environment is also one that promotes reading. This means setting aside time to read in a setting (such as the library) where the students are able to read with focus. Sun (2021) notes that the students were struggling with a favorable

5.6 Providing reading material for an ER

This section is on the teacher's role in providing the students with a reading material selection that is sufficient. While it is important for the teacher to track the progress of their students and that is helpful in determining what texts the students should be working with. Many of the studies also focused on making sure that the students had the same material available to them both at home and at school.

One of the benefits that was frequently mentioned in the studies that were using an online approach was how the books were easily available both at home and at school. Several of the

studies required the students to be doing reading at home and most of those who did not require it also made a mention of how the students would still have the opportunity. Findings from the study on using tablets noted that the students that were using these tablets were reading far more than the students using a computer. The main argument for why this was the case was that it was easier to sit down to read if all they needed was a tablet.

Despite how not every study used a tablet, many of the studies mentioned that the students appreciated having the opportunity to continue with the same book regardless of where they were. This indicates that as a teacher it is important to make sure that the students can have a more seamless reading experience. That was also part of why the students that were using a tablet used it more than the students that were using a computer. It was more convenient and thus it was easier to use more.

For schools where the extensive reading program is not done using online resources it is necessary for the teacher to be aware of what types of books are available for use in the EFL classroom. As mentioned by Birketveit and Williams it is the teacher's role during extensive reading to help the students in the process of finding books. While it has been previously mentioned that the students should receive guidance on how to choose a suitable book, the teacher also needs to consider how different students are going to enjoy different books.

Several studies mentioned in their notes how they were also looking at newspapers and articles as material for an ER program. Some students really enjoy reading factual content as well and it is important for the teacher to provide the students with ways of reading these texts instead of limiting them to fiction. Many schools today give the students access to websites with newspapers that are kid friendly, and a lot of news networks also make their own child friendly versions of the news that the students can interact with.

The study by Abdurahman mentions how there is little reading material suitable for an ER program available. This might be why the students that were in the control group experience a negative development in their attitudes towards reading. Despite this however, the experimental group improved their reading comprehension and their attitudes towards reading. This shows that even with a limited library selection it is possible to run an ER program provided that the teacher helps run motivational activities. The argument that simply

providing extra time is not enough to improve reading comprehension does not match findings from previous research such as the research done by Mason & Krashen which concludes that the most important factor for determining how much a student will learn from an ER program is how much they read. However, the reading that Mason & Krashen focuses on is reading of texts that are at the appropriate level. If the students in the study by Abdurahman had such a limited library to select from it could simply mean that they were just benefiting from the teacher intervention. These students had low scores to begin with as shown in the results which is an indicator that they should be starting their reading with books for students of a lower competency level.

5.7 How does an ER program affect the English competence of a student in the EFL classroom?

As stated in the literature section of this study reading is one of the basic skills of the LK 20. The students are also expected to be able to read a variety of texts after they have completed year 7. This requires an expansive vocabulary and strategies necessary to read different types of texts. The results from the on-reading instruction by Shih et al (2018) conclude that strategies are only acquired if this is something that is taught explicitly. The study also found that the use of strategies, particularly those that relied on context directly impacted reading comprehension. None of the studies made any mention of the grammatical competence or vocabulary. However, this was likely due to it not being the focus of the studies rather than there not being any results in the grammatical competence of the students. However, there are other studies that suggest that students will develop grammatical competence from doing extensive reading and studies done by Krashen also notes vocabulary gains from extensive reading which is due to the students working on books that are at the appropriate level. This was also something that many of the studies focused on when teaching the students how to find books that are of an appropriate level. The students in the study with contracts mentioned that the students were to understand between 80-85% of the words on the page. This meant that the students could work with books that were above their current level on their own and still read without having to look up words.

The results from the study done by Endris (2018) show that for the students to improve their reading comprehension they need to be given enough time to read. It is not enough to provide instruction for an ER program to have any significant effect on the students' reading comprehension. This conclusion was based on the results from the first set of pretests and posttests that the students answered. The second test where the students were doing motivational activities, and the allotted time was effectively quadrupled showed a significant difference in the reading comprehension of the students. It is important to note that this extra time also means that the teacher will have to make even more adjustments to fit this into their lesson plan, but if the activities that are implemented are activities such as in classroom discussions, then those are relevant to the competence aims and is helping the students develop their oral English competence as well.

While these classroom discussions take time, they are also relevant for curricular aims such as being able to discuss texts of different genres that they are working with. These are also discussions that the students are looking for in the programs which means that they are intrinsically motivated exercises which in turn lead to more learning, which is the main factor for determining how much a student will be benefiting from an ER program. This is also one way to work with the competence aims.

In the section about providing motivation for the students during an ER program it was mentioned how the activity of having the students discuss the books they were reading is a way to practice oral skills. While this is not something that is looked at in the studies that were analyzed in this review, it is worth looking at ways to incorporate other activities into an ER program rather than seeing it as something that must fit around an already busy schedule.

Many of the extensive reading programs focus on the process of selecting a book suitable for their level. This is part of the process of becoming an autonomous learner which is part of the course curriculum. This focus on teaching the students about the process of choosing a suitable book is only part of the benefits for becoming an autonomous learner that the students are getting. Most ER programs also focused on teaching the students about reading strategies. The studies also showed that these were being actively used provided that they were being taught. The studies also showed however, that they needed to be taught and that the students who were not receiving instruction on reading strategies had a negative development. However, this could be due to the students not receiving the reading strategies instructions

receiving intensive reading instruction instead. The studies that were observed were not looking at students who did not receive any instructions at all and how they would progress.

6. Conclusion

In the following the conclusions from the study will be presented. Firstly, the main findings will be summarized, and an attempt will be made to answer the two research questions as well as the implications this has for teachers considering an ER program or teachers that are hesitant to try running an ER program. Lastly the limitations of the study and the recommendations for future research will be mentioned.

6.1 Summary of the findings

This study aimed to show how a teacher can work with ER and how it fits into the course curriculum as described in the LK20. The findings are useful for teachers that are hesitant to try using ER in their classrooms and those that are unsure of what they should be before, during and after an ER program. The research was conducted as a rapid review reviewing 7 studies on ER where the focus was specifically on the teacher's role during ER and different approaches to ER programs both by use of apps and analog programs. The findings were discussed both in the context of the competency aims as described in the LK20 and the core elements of the course.

The research questions were the following: What is the role of a teacher during teacher intervention in an ER program? The main findings from the studies related to this research question were that the teacher has six roles during and before an ER program. These roles were teaching the students reading strategies before the ER program begins, providing the students with reading material, making time for reading, doing the correct thing during SSR, helping keep the students motivated, and providing guidance during an ER program. The findings suggested that one of the main activities that a teacher can help organize is classroom discussions. These discussions are already something that the students were asking for in the studies, but they are also efficient when trying to fit an ER program into the course curriculum as they provide time for another part of the curricular aim stated in 2.1 The students are not

only expected to be able to read these different texts, but they should also be able to present what they have been reading. Another finding was related to the teachers' self-awareness during SSR. Many teachers reported that they were reading during SSR, yet observations found that very few teachers were doing this. It might seem simple to sit down with a book and the study showed how the teachers even considered it important as they saw it as an opportunity to serve as a role model, but they seemed to not be aware of what they were actually doing. Based on this it would be helpful to have another teacher present in some of the classes to observe what the teacher is doing. This could work, but any approach that promotes the awareness of what the teachers are doing would work.

The findings from the study suggests that both an active teacher during an ER program and in preparation for an ER program is necessary to ensure the success. One of the primary indicators of how much a students will learn from an ER program is how much they are reading and to ensure that the students are reading enough there are various ways to for the teacher to help. The most important is to provide the students with easy methods of sitting down to read by making the material available to the students more easily. this can be done by using apps or at least allowing the students to bring the reading material with them instead of only having it available at school.

Another conclusion is that the availability of suitable literature is one of the deciding factors for the success of an ER program. if the teacher is setting up conversations where the students are talking about the books that they are reading there should also be more copies of each book available. This would of course not be a problem if the library selection was made available digitally, but it is a limitation for schools where these online libraries are not available. One very actionable step that most schools can take is that they can get access to news networks with news in English that is simplified. Both providing the students with rewards for and setting up discussions in the classroom based on the books that the students are reading can be helpful, but the students are likely to start using shortcuts to get the rewards based on reading amounts if possible.

What are the effects of an extensive reading program on a year 5-10 student in the EFL classroom?

This research question was answered by looking discussing the findings from the studies in the context of the English course curriculum as described in the LK20. Provided that a foundation of teaching the students how to find texts of a suitable level and how to approach texts are given the students improve their ability to read and progress towards becoming

autonomous learners. The students also expand their vocabulary based on the words that they learn implicitly from understanding a word through the context they are used in. The studies where the teachers focused on strategy instruction in preparation for the reading periods showed that the students were using these when reading, but the studies also showed that if they were instead receiving intensive reading instruction, they were less likely to rely on strategies. The competency aims that were the focus of the thesis were:

- Read and present content from various types of texts, including self-chosen texts.
- Read and listen to English-Language factual texts and literature for children and young people and write and talk about the content.

The study found that through an ER program that is supplemented with in-class activities such as classroom discussions the students learn reading strategies that they can use for different texts, and they improve their reading comprehension. The students also receive practice in discussing and presenting their texts with their peers.

6.2 Implications for teaching

This study shows how a teacher can use other methods than traditional classroom instruction to motivate students and still follow the course curriculum. It also demonstrates how ER can be an alternative approach to working with several curricular aims. As a teacher it is important to provide differentiated instruction based on the proficiency level of the students, but it is also important to have knowledge of multiple ways of working with curricular aims. ER as mentioned before provides a different approach to teaching, but this approach is also one that can be changed to fit the level of the individual students and provided that the necessary work is done by the teacher, the students themselves can choose what level they should be working at.

As mentioned earlier it is helpful to have more than one copy of the book available when running an ER program. Another approach to this might be to have licenses to online libraries where the students have can use tools such as tablets or computers to read. Lastly, if the reading is something that the teacher wants the students to be focusing on while at home it is helpful to include the parents in this as they can help provide the kids with reminders that they are supposed to do the teaching. The findings conclude that it is necessary to have a library that has a selection that is sufficient. The easiest way to guarantee this is by using an online

library. Another way to make more English fiction available is to work together with public libraries in the area which some schools already do. These libraries often have a broader selection than what the schools are able to provide on their own and some libraries also have services.

6.3 Recommendations for future research and limitations

The following section discusses avenues for future research based on the limitations of this study as well as the findings that were not explored.

One avenue for future research is looking at how an ER program would need to be adjusted for younger students and older students and if the same findings related to need for discussion time are present and if they are finding texts that are of a more appropriate level. For students that are younger and less proficient it might be challenging to work with books on their own, but through teacher guidance and choosing books that are less complex they might be able to work with this method as well.

Another point that would be worth looking at for future research is looking at how the reading strategies of students change despite them not receiving any reading instruction at all. The research that is done in the suggested studies suggests that a focus on intensive reading before participating in an ER program without any reading strategies instruction leads to the students using reading strategies less than they were when they first started and did the initial post-test. an interesting alteration would therefore be to have a third group of students that did not receive any type of instruction prior to participating in the ER program and see if this would still lead to the same result. One of the limitations of this study was how the studies discussed only reported on the reading comprehension of the students and the strategies that they were using. They did not make any mentions of vocabulary improvements despite this being a known effect of an ER program. This means that despite none of the studies mentioning it we can assume that the reading programs also led to improvements in the students' vocabularies.

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